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Wellesley Centers for Women

Amy Hoffman

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r+a RESEARCH & ACTION REPORT



Advancing the rights of women,
children, and persons with disabilities

Featuring:

Building on the UN Human Rights Framework

Positive findings for reducing teen dating violence/harassment

NIOST research informs national healthy eating and physical activity standards

Commentary by *Women's Review of Books* editor

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fall | winter 2011

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Research & Action Report is published in the
spring and fall by the Wellesley Centers for
Women (WCW).

Since 1974, WCW has been a driving force
—behind the scenes and in the spotlight—
promoting positive change for women, children,
and families. Women's perspectives and
experiences are at the core of the Wellesley
Centers for Women's social science research
projects, action initiatives, training programs,
and network building. By sharing our work with
policy makers, educators, practitioners, and
the media, we help to shape a more just and
equitable society.

Work at the Wellesley Centers for Women
addresses three major areas:

- The social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across
all the work as are the experiences and
perspectives of women from a variety of
backgrounds and cultures.

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FROM THE ASSOCIATE DIRECTORS

We have learned that disciplined research and theory paired with innovative programs can serve as key building blocks for social progress. You will read in this issue of *Research & Action Report* about ways some of our recent work is doing just that. Here are a few highlights:

Nan Stein, Ed.D. co-led the National Institute of Justice's development and evaluation of a dating violence prevention program in New York City middle schools. The findings clearly indicate that the intervention program was successful, with a reported 50 percent reduction in sexual and physical dating violence. This is promising news (see page 17).

Research conducted in part by the National Institute on Out-of-School Time (NIOST) here at the Wellesley Centers for Women (WCW) is informing the first-ever development of nutrition and physical activity standards for out-of-school-time programs for children in grades K-12. NIOST has been a leader in the field for more than three decades, and its cutting-edge research continues to drive positive change for children and the professionals who work with them (see page 18).

Rangita de Silva-de Alwis, S.J.D. provides an overview of the ways our international network-building initiatives utilize the human rights framework outlined by United Nations Conventions. Working with partners on the ground across the globe, this work advances the rights of women, children, and persons with disabilities (see page 6).

Since 1983, the *Women's Review of Books* has provided a forum for serious, informed discussion of new writing by and about women. Amy Hoffman, MFA, editor-in-chief, notes in the Commentary that women's voices and writing still remain too often absent in today's media. She shares her frustration and gives us a call to action (see page 4).

As always, featured in this report are important updates, including ways scholars share their findings with policy makers, recaps of conferences and seminars, and new and expanded initiatives under way. We are especially happy to report that WCW received a \$2.9 million grant from the W.K. Kellogg Foundation to improve teacher quality through the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity). The aim of this three-year initiative is to expand the National SEED Project and make its model of schooling inclusiveness for all children and families, including its innovative teaching practices, more widely known and available to educators in the United States (see page 16).

Our work remains as relevant and needed as ever. We are grateful to those who acknowledge our value and made financial gifts to support our mission and programming. The Honor Roll of Donors lists the names of hundreds of these friends and supporters. Thank you for helping to sustain and grow WCW's important work. ■

Sumru Erkut, Ph.D.

Nancy Marshall, Ed.D.

Peggy McIntosh, Ph.D.

spotlight | *New Funding & Projects*

PROMOTING PUBLIC AWARENESS OF THE ROAD TO EDUCATIONAL EQUITY FOR GIRLS OF COLOR: A MULTI-LEVEL MEDIA STRATEGY

Project Director: Linda Charmaraman, Ph.D.

Funded by: The Schott Foundation for Public Education with Teen Voices

A multifaceted effort with Teen Voices to promote educational equity for girls of color, the project will summarize up-to-date research on the strengths and challenges for girls of color in achieving educational equity in the Boston area and capture on short video clips the points of view of adolescent girls of color and their advocates responding to the research findings. The team will widely disseminate the video clips on social network sites and with multiple educational stakeholders and produce a report that incorporates diverse communities' responses to the video and the commentary and recommendations it generates.

PROVIDING TECHNICAL ASSISTANCE TO CHINA'S GENDER, LAW, AND ANTI-DISCRIMINATION EXPERTS: STRENGTHENING THE GENDER AND LAW NETWORK

Project Director: Rangita de Silva-de Alwis, S.J.D.

Funded by: The Ford Foundation

This project will continue and build upon the work of previous Ford-funded initiatives in support of emerging developments in gender and law in China. In addition, the project advances the work of the China Gender and Law expert group that was convened at Wellesley College in 2009 which developed a platform of action around three strategic areas of programming. These areas include anti-discrimination, domestic violence, and gender equality. The network also agreed to review the platform of action at biannual meetings that could be used as a benchmark to monitor and evaluate the individual and collective work of network members. The current phase of the project will expand the network of China's gender and law experts by broadening the scope of their work to engage with experts working on criminal law and criminal procedure reform and different categories of discrimination. A compilation of papers by China's gender and law experts will be published by the Wellesley Centers for Women.

PHYSICAL ACTIVITY STUDY IN THE NATICK PUBLIC SCHOOLS: FOCUS ON BOKS

Project Director: Georgia Hall, Ph.D.

Funded by: Reebok International LTD

Georgia Hall, Ph.D. will direct a multi-year Physical Activity Study in the Natick Public Schools (Natick, MA) with a special investigation of the BOKS (formerly known as Fit Kidz Get Up & Go) before-school physical activity program. The BOKS program aims to improve kids' academic performance and overall health using physical activity to jump start children's brains in the morning and better equip them for learning, increasing opportunities for kids to be physically active and fit, and creating healthier habits for children to achieve life-long fitness. Focusing on grades K-2, a team of researchers from the National Institute on Out-of-School Time at the Wellesley Centers for Women will examine and document child-level academic, social, nutrition knowledge, and physical outcomes associated with participation in BOKS over time.

THE MASSACHUSETTS WOMEN'S JUSTICE NETWORK

Project Director: Erika Kates, Ph.D.

Funded by: The Gardiner Howland Shaw Foundation

The Massachusetts Women's Justice Network (MWJN) will continue and extend the work of two previous Shaw-funded initiatives: the Women in Prison Coalition (2009-2010), identifying promising gender-responsive, community-based programs for women offenders in Massachusetts, and the Reentry and Alternatives to Incarceration (ATI) project (2010-2011), exploring alternatives to incarceration for women in Massachusetts. The current project will create a Massachusetts Women's Justice Network to implement the recommendations of the 2011 report, and develop a model program for women at risk of involvement in the criminal justice system. The MWJN will continue the Wellesley Centers for Women tradition of undertaking action-oriented research designed to improve women's lives, by highlighting the continuing inequities affecting women offenders, building a broad constituency of support for justice concerns, and exploring alternative, more cost-effective approaches to incarceration. The MWJN will draw on the knowledge and expert support gained through previous projects and work towards establishing a MWJN Center that will move its current resources and activities to the next level.

ADDITIONAL FUNDING

IMPROVING TEACHER QUALITY THROUGH SEED: SEEKING EDUCATIONAL EQUITY AND DIVERSITY

Project Director: Peggy McIntosh, Ph.D.

Funded by: The W.K. Kellogg Foundation

The aim of this three-year initiative is to expand the National SEED Project on Inclusive Curriculum, and make its model of schooling inclusiveness for all children and families, including its innovative teaching practices, more widely known and available to educators in the United States. The SEED Project will double its summer training of teachers and parents to lead SEED seminars in their communities from 40 to 80, and will also enable educators from 18 rural and urban schools which serve the most vulnerable populations the opportunity to start SEED seminars without paying the usual fees to participate and to integrate SEED work into their underserved communities. Read full announcement on page 16.

FAMILY COURT SNAPSHOT DATA COLLECTION PROJECT

Project Director: Monica Driggers, J.D.

Funded by: The Boston Foundation

This funding will support a final report of the results and recommendations resulting from the Family Court Snapshot Data Collection Project, which gathered data from seven greater-Boston area family courts to determine whether inadequate responses from the family court system result in poor case outcomes for victims of domestic violence. Having completed the quantitative data analysis, this funding will support the completion of qualitative data analysis and allow the project to gather information from other states for a comparative analysis of family courts' litigant assessment practices. The report will be developed with input from the anti-domestic violence community and capitalize on existing relationships with the family courts and the probation department to craft practical recommendations for court policy and practice changes in Massachusetts and elsewhere.

RANGITA DE SILVA-DE ALWIS, S.J.D. received support from Tetra Tech ARD under a United

States Agency for International Development contract to assess and mainstream gender and disability in the Palestinian community, providing guidance on the inclusion of people with disabilities at all levels and in all areas of the international development process. The manual resulting from this work on development and decision-making processes in post-conflict situations will be used as a standard-setting volume for the Middle East and North Africa region.

SUMRU ERKUT, Ph.D. received continued funding from Planned Parenthood League of Massachusetts for evaluation of the impact of *Get Real: Comprehensive Sex Education that Works*, a comprehensive middle school sex education curriculum, on middle school students' sexual health outcomes, including delayed sexual initiation and correct and consistent use of protection among those who become sexually active.

AMY HOFFMAN, MFA received continuing operating support for the *Women's Review of Books* from the Massachusetts Cultural Council.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at the Wellesley Centers for Women received gifts from various individuals and supporters.

NANCY MARSHALL, Ed.D. received support for consultation and evaluation on the National Center for Family Homelessness project from Technical Development Corporation and support for data analysis from Associated Early Care and Education.

PEGGY MCINTOSH, Ph.D. and the **NATIONAL SEED PROJECT** (Seeking Educational Equity and Diversity) at the Wellesley Centers for Women received additional funding from various individuals and supporters of SEED.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women received support for training, technical assistance projects, and continuing evaluations from United Way of Massachusetts Bay and Merrimack Valley; City of White Plains, NY; United Way of Southeastern Pennsylvania; Framingham Public Schools; Montgomery County Collaboration Council; Christopher House; Leominster Public Schools; Boston Afterschool & Beyond; Pennsylvania Statewide Afterschool Youth Development Network; and the Massachusetts Department of Elementary and Secondary Education. Additionally, NIOST received continuing support from the Robert Bowne Foundation to support the Afterschool Matters initiative.

The **OPEN CIRCLE** program at the Wellesley Centers for Women received continuing support from the Vanderbilt Family Foundation to provide scholarships to subsidize fees for Open Circle training for teachers from Boston Public Schools. Open Circle also received various gifts from friends and supporters of the social and emotional learning program.

MICHELLE PORCHE, Ed.D. received additional support from the Latin American Health Alliance and the University of Massachusetts Medical School for data analysis on the Hector Reyes House Project investigating substance use and trauma among Latino men.

JOANNE ROBERTS, Ph.D. and **WENDY ROBESON**, Ed.D. received additional support from Providence Plan, Ready to Learn Providence under a grant from the U.S. Department of Education for evaluation of the Early Reading First Program.

ALLISON TRACY, Ph.D. and **WENDY SURR**, M.A. received supplemental support from the William T. Grant Foundation for the continued refinement and validation of the Assessing Afterschool Program Practices Tool (APT).

Not a Safe Bet

IN ITS SEPTEMBER 11, 2011, ISSUE, the *New York Times Magazine* brought together a group of pundits for a roundtable discussion, moderated by reporter Scott Malcolmson, of the 9/11 attacks and the subsequent U.S. wars in Iraq and Afghanistan: Michael Ignatieff, James Traub, David Rieff, Paul Berman, and Ian Buruma. Scott, Michael, James, David, Paul, and Ian: not a woman—nor a person of color—in the bunch. This particular group had been invited because each had published a significant article previously in the magazine about the issues under discussion—which doesn't justify the choice; if anything, it makes it worse. Not only were women absent from the magazine's 9/11 anniversary discussion, but we weren't included in the debates of the past ten years!

This can't possibly be because women have nothing of interest to say on the topic. We were not only bystanders, victims, and resisters of the attacks and the wars; we were also literal foot soldiers, strategists, and architects of policy. I contacted Cynthia Enloe, a research professor at Clark University and an expert on militarism and its consequences for women, to see what she thought women would have added to the *New York Times* discussion. She commented,

In the immediate wake of the September 11 attacks, a group of the widows spoke out against the idea that militarized revenge was the most useful or necessary response to the killings. Women in Black, a vibrant transnational feminist peace group with branches in the U.S., seconded the widows' analysis. Moreover, feminists in many different countries, including the U.S., quickly warned that the Bush administration was (cynically) using the oppression of Afghan women under the Taliban as a fig leaf to disguise the administration's actual (and less altruistic!) goals. This fig leaf became all the more transparent when the administration chose as its closest Afghan military allies the Northern Alliance, a loose coalition of warlord armies, commanded by Afghan men who were—and remain—as deeply misogynist in their attitudes, policies, and actions as were the Taliban.

Enloe concluded,

To ignore American women activists' serious analyses of policy options in the wake of 9/11 and to

ignore the actual consequences for women of U.S. government militarized alliances in Afghanistan is to grossly distort and simplify the politics of 9/11.

So, what's the deal? There's old-fashioned, blatant sexism, of course. Several years ago, a *New York Times Book Review* editor lamented, during a workshop I attended, that he simply couldn't find women who could write knowledgeably about, say, military history. I responded that at *Women's Review of Books* (WRB), we have a database of more than 1,600 women writers, with expertise on myriad topics, from armies to zepelins, if that's what you're looking for. When, as editor, I can't find someone on my existing list who would be an appropriate reviewer for a particular book, I start Googling. I'm always amazed and honored that the scholars, journalists, and intellectuals whom I contact completely out of the blue often say yes to an assignment for WRB; I can't imagine they'd be any less receptive to a cold call from the *New York Times*. Yet the

WRB's mission is twofold: books by and about women, reviewed by women.



guys who edit magazines seem to find their writers mostly by checking out what the other guys who edit magazines are doing. The writers and ideas get passed around and around from one to the other, with only a rare break in the fence.

I admit, there's also sexism of the internalized variety. Other editors tell me that men pitch them articles more often than women, and if their first pitch is rejected, they come right back with another idea. Women, in contrast, tend to slink away and never return. Women! Don't take it so personally! An idea that's rejected on Monday is often accepted on Tuesday—and there's no knowing why. Be obnoxious, my sisters!

The organization VIDA (www.vidaweb.org) was founded in 2009, after *Publishers Weekly's* annual “ten best” list included exactly *zero* books by women. Since then, VIDA has published numerous “counts” on its website: statistical breakdowns of women to men published by major U.S. magazines such as *The New Yorker*, *The New York Review of Books*, *Harper's*, *The Atlantic*, etc. VIDA's latest count was of the stories and articles included in the various “Best of” anthologies published each year. Check it out. The results aren't pretty.

Women's Review of Books represents one kind of response to this situation: stop complaining and do it yourself. The other path is of course to push your way in and change the paradigm; both are necessary. *WRB* was founded in 1983, and I often marvel that it's still around. Not only because of the financial scrapes and crashes we've survived, not only because of the transformed publishing scene, but also because back in 1983, I would have predicted that the world would have changed enough by 2011 that we'd no longer want or need a *women's* review.

WRB aims to promote both women's critical writing and books about women's and gender studies—and it's useful to clarify that our mission is twofold: books by and about women, reviewed by women. (I tell male would-be reviewers that *WRB* will consider them for assignments if we can't find a woman who can write knowledgeably on a given topic, but

I also warn them, that never happens.) There's little overlap between *WRB's* table of contents and that of mainstream publications, which means they're not only missing out on many brilliant writers but also on important new information, ideas, and trends. Rochelle Ruthchild, who reviewed the book *Sexual Violence Against Jewish Women During the Holocaust*, edited by Sonja M. Hedgepeth and Rochelle G. Saidel, in the September/October 2011 issue of *WRB*, noted that the groundbreaking anthology, on a topic that has been taboo among scholars of the period, was greeted with a vast media silence. She ended her article with a plea: “Wake up, ‘New York Review of Books’ and others!” (Ruthchild dedicated her review to her “Great-Aunt Anna Goldberg, who was among those sterilized during experiments by Josef Mengele and other Nazi doctors at Auschwitz.”)

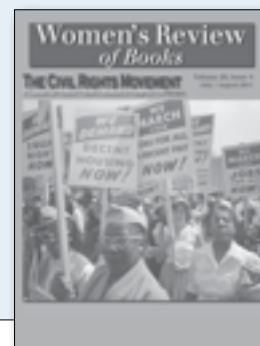
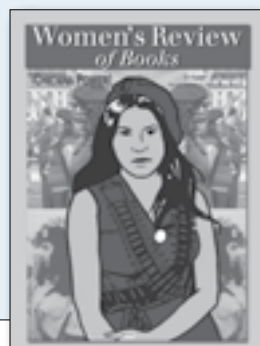
I feel somewhat embarrassed about writing this Commentary. When I started it, I imagined that I would have something new and deep to say about the mission of *Women's Review of Books*, the state of publishing, the disheartening statistics. Instead, I am making the same old points I make every time I give a presentation about *WRB*. But, I realize, frustrating as it is, they bear repeating. Suppressing women's writing, which, make no mistake, is what our culture does, is suppressing our thought, our creativity, and even our human spirits, as the poet and novelist Eileen Myles puts it in her essay “Being Female” (vidaweb.org/being-female#more-1057):

I think writing is a passion. It's an urge as deep as life itself. It's sex. It's being and becoming. If you write, then writing is *how* you know. And when someone starts slowly removing women from the public reflection of this fact, they are saying that she doesn't *know*. Or I don't care if she thinks *she* knows. She is *not* a safe bet.

Nope, she's not. ■



A writer and community activist, **AMY HOFFMAN**, MFA, is Editor-in-Chief of the *Women's Review of Books*, published by the Wellesley Centers for Women and Old City Publishing. She is a member of the creative nonfiction faculty at Pine Manor College's MFA program and has taught writing and literature at the University of Massachusetts and Emerson College. She is the author of *Hospital Time*, a memoir about caring for friends with AIDS, and *An Army of Ex-Lovers*, about Boston's *Gay Community News* and the lesbian and gay movement of the late 1970s. Her memoir, *Lies about My Family*, is forthcoming from the University of Massachusetts Press in fall 2012. This book deals with issues of continuity and discontinuity between generations, immigration, and family bonds. Learn more at www.amyhoffman.net and www.wcwonline.org/womensreview.



A LAWYER ARMED WITH LAW IN THE FORM OF THREE UN HUMAN RIGHTS CONVENTIONS,

Rangita de Silva-de Alwis, S.J.D. seeks to amplify women's efforts on behalf of equality and justice. One of her recent leadership events, organized with Morocco's Ministry of the Interior, was the "Rabat Roundtable: Women Leading Change in the Arab and Muslim World," which was held late in the 2011 Arab Spring and involved women leaders from the Middle East/North Africa region. Her strategies, which focus especially on Asia and the Muslim/Arab world, feature the building of networks of women's organizations and the linking of interest groups—especially through the power of those international human rights Conventions, as she describes in this interview.

WHY ARE THESE THREE UN HUMAN RIGHTS TREATIES OR CONVENTIONS—CEDAW, CRC, AND CRPD—SO IMPORTANT IN ALL YOUR INTERNATIONAL WORK?

They have great resonance in the work we do globally because of the universalizing nature of the human rights discourse and the way in which these Conventions hold the State accountable to women's and children's rights. Because of the obligations enshrined in these Conventions, human rights protections are no longer left to the charity or good will of governments or institutions; governments can be held accountable under these treaty obligations and women have recourse to justice if these rights are violated. That is critical to the empowerment of women. On the other hand, these Conventions are imperfect in the sense that they lack teeth to monitor implementation. That is why women's networks at local, national, and international levels play such an important role as watchdogs to monitor these rights and to demand compliance by the State.

HOW DO YOU WORK WITH THESE TREATIES?

First, the Conventions are powerful tools for mobilizing and galvanizing different constituencies and bringing them together on a universally accepted paradigm on rights. The rhetoric of rights provides an organizing tool to build alliances among disparate groups and build common cause around shared goals. In fact, we can often broaden the boundaries of these networks by "mining" the intersections of the

three Conventions, showcasing how they overlap and mutually reinforce. For example, the rights of women with disabilities are almost always tied to the status of women. Bringing women's-rights groups, children's-rights groups, and disability-rights organizations under one umbrella, in one democratic space to discuss these issues, in itself, has enormous potential to change thinking, cross-fertilize strategies, and build common cause on these issues.

The second way is to take advantage of the Conventions' powerful potential to inform legislation on the rights of women and children. The CEDAW, also known as the international bill of rights for women, is a standard-setting document that can be used as a blue print by our partners on the ground—governments, NGOs, academic institutions—that are involved either in revising existing laws or drafting new laws. To assist them, we supply technical resources that include the jurisprudence developed by the UN committees that oversee compliance with the treaties—that is, concrete UN recommendations for how countries should translate the guarantees into action—as well as comparative laws that have been enacted in other countries. Our partnerships and shared learning develop insights into the domestic application of international human rights norms and the need for domestic compliance with such norms.

Here's an example of how these resources can be guiding principles. In China, acting in partnership with and under the auspices of the Ford Foundation, we have helped support networks. One organization is the Women's Watch, a group that monitors the status of women's rights. A second is the Gender and the Law Expert Group, a strategic roundtable that meets twice a year to share ideas, strategies,



and new developments in law, policy, and practice. Our technical assistance and collaboration help share with these partners both the UN's international human rights guarantees and a landscape of comparative laws from other countries to influence the drafting or revising of laws on behalf of women, in various areas: domestic violence, unequal retirement practices, sexual harassment, labor law, work/family reconciliation policies, and China's Law on the Protection of Women's Rights and Interests. Studying comparative laws gives partners the opportunity to choose which features have the most resonance and can be contextualized in their own legal systems and political and social cultures.

The third way we work to transform the human rights Conventions into action is by invoking them in litigation. Some of the partners we work with are challenging the inequalities and women's rights violations women experience. And wherever there are gaps in the national laws, or the national law is narrowly interpreted, the human rights norms become a persuasive force to use as interpretive tools in filling in the gaps or expanding the interpretation of laws.

So we have developed a compendium of cases from around the world that have used these norms in litigation on behalf of all women, including women with disabilities. The cases become an important tool for our partners. For example, we've partnered with the premier women's rights organizations in Bangladesh and Nepal when they went before the highest courts in their countries to ask for directives ensuring that the laws affecting women with disabilities comply with CEDAW and CRPD. These women lawyers argued, "The state is not fulfilling its guarantees under these Conventions in the way in which it is implementing these laws." In Bangladesh, the Supreme Court then directed the government to implement the law on persons with disabilities in the spirit of the CEDAW and CRPD. To our knowledge, this was the first time that both the CEDAW and CRPD were invoked together in a court anywhere in the world.

These are also examples of how our work builds on the intersections of these treaties and further illustrates how the treaties are interdependent and inextricably connected. This analysis helps to bring different human rights constituencies and organizations together. In Nepal, at a forum we organized, a woman with physical disabilities said, "I cannot give birth because, when I go to a government hospital, there are no birthing rooms, or the only birthing rooms are those that require you to squat to give birth. Therefore, if I were ever to get pregnant, I would be forced to have an abortion."

So in 2009, our partner, the Forum for Women, Law, and Development, filed a public interest litigation before the Supreme Court of Nepal asking that directives be made guaranteeing the reproductive rights of women with disabilities. The relief that was requested addressed the whole panoply of reproductive rights and reflected the overlapping and mutually reinforcing nature of rights—for example, that programs be created in schools addressing violence against women with disabilities and the reproductive rights of such women; that sensitization programs be developed directed towards doctors and nurses in hospitals who deal with women with disabilities; and that disability-friendly facilities in hospitals, such as low beds, accessible toilets, and disability-friendly labor rooms, be provided. What you can see from this case is that women with disabilities are discriminated because of their gender *and* their disability status.

Finally, the fourth way we use the three Conventions involves their reporting requirements. The committee overseeing compliance with each Convention requires that each nation submit periodic reports. The committee then reviews each report and responds with constructive guidelines about how the nation can further translate the Convention's norms into action. We assist academic institutions and/or coalitions to develop shadow reports or, as in Bulgaria recently, meet with the foreign ministry to discuss the government report.

CAN YOU GIVE US AN EXAMPLE IN WHICH ALL THREE HUMAN RIGHTS AREAS OVERLAP?

Here's one that poignantly illustrates the need to look through all three lenses—the women's rights, children's rights, and disability lenses. As part of its monitoring function, the CEDAW has an individual complaint process that allows a person who has exhausted all of the national remedies available to her to submit a complaint to the CEDAW Committee. In the case of *A.T. v. the State of Hungary*, which came before the CEDAW Committee, Mrs. A.T., who has a child with severe disabilities, was a victim of horrific violence by her husband, who had threatened to kill her and the children and had sexually abused the children. But she could not leave the site of violence because there were no shelters in Hungary that were accessible to a child with disabilities. Reviewing her complaint, the CEDAW Committee asked Hungary to set up shelters that were disability-friendly. This was a real break-through, not just for women in Hungary but for all women and children across the world.

Glossary

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women (1979)

CRC: Convention on the Rights of the Child (1989)

CRPD: Convention on the Rights of Persons with Disabilities (2006)

NGO: Non-governmental organization

continued on page 8

So you see how these human rights treaties can amplify women's voices. Without a guarantee that says, "you have a right to security, you have the right to self determination," how do you assert such a claim? A right guarantee places a corresponding obligation on the State to provide remedies if the right is violated. You're not a hostage to charity. You are making an argument based on your human right to live free from violence and discrimination.

SAY MORE ABOUT YOUR WORK WITH THE FORD FOUNDATION IN CHINA. GIVEN THE DIFFERENCES BETWEEN POLITICAL SYSTEMS, HOW IS WCW RECEIVED THERE?

Our legitimacy lies in the trust we have built with partners. The partners drive the agenda, and our comparative approach to law and policy helps them find the answers that can be best adapted to context, always keeping in mind that there are some core guarantees that are non-negotiable.

DO YOU GET ANY RESPONSE FROM THE GOVERNMENT?

Women human rights defenders are under threat. That is why both internal and international networks are so important. They provide safeguards and platforms for joint action. But sometimes this can backfire. That is why it is important for international networks to take the lead from the partners on the ground. Guo Jian Mei, our partner in China, is a leading women's rights lawyer and a close friend of Secretary Clinton. She tells me that this is pivotal moral support as well as a real protection for her.

DO THE WOMEN YOU WORK WITH IN CHINA FEEL THAT THEY CAN WORK WITH THE GOVERNMENT?

There's an interesting duality in the way some of the women's rights groups operate in China. We work closely with the All-China Women's Federation, the mass women's umbrella organization in China, which is a quasi-governmental agency. It is not truly independent from the state. But over time it has become much more autonomous and now is the voice of grassroots women. Even from within the government, you can be the agent of change.

LET'S GET BACK TO THE INTERSECTIONS OF TREATIES. WHAT ABOUT THE OVERLAP OF CHILDREN'S RIGHTS WITH WOMEN'S RIGHTS?

In very real ways women's lives are intertwined with children's rights. The recent *World Development Report* from the World Bank confirms that gender equality is smart economics. It

demonstrates that in Pakistan, children whose mothers have even one year of education spend one extra hour studying at home every day and report higher test scores, and that in Bangladesh, women with greater control over health care and household purchases have better nutrition. The data is now very clear that women's agency is a determinant of a child's well-being.

And the rights of the girl-child around the globe are inextricably intertwined with the rights of women. Look at rights violations against the girl-child—sex-selective abortion, abandonment of the girl child, discriminatory feeding practices, discriminatory schooling practices, forced marriage, child marriage, kitchen accidents, stove accidents, acid throwing, and honor crimes. All of those crimes where the girl-child is sacrificed at the altar of the family, those are heinous women's rights violations.

WHEN YOU SPEAK OF KITCHEN AND STOVE ACCIDENTS, ARE YOU IMPLYING THAT THESE MAY NOT BE REAL ACCIDENTS?

Yes, they're often staged accidents. But when a girl or woman dies of burns in the kitchen, it's very difficult to prove that this was done willfully. Often, when a woman's family has been recalcitrant in paying her dowry, a murder takes place in the guise of a kitchen accident. Women are doused in kerosene and burned, and the police are told it's a kitchen accident, that her sari caught fire. It's common in South Asia.

IN TERMS OF DOMESTIC VIOLENCE AND OTHER RIGHTS ABUSES AGAINST WOMEN, ARE THERE MAJOR DIFFERENCES BETWEEN YOUR MAIN AREAS OF FOCUS, ASIA AND THE MUSLIM/ARAB WORLD?

There are some differences, but lots of commonalities. In fact, the challenges that women face are universal. There are honor crimes in South Asia and in the Arab and North African regions, and also in Latin America, where a husband has a defense to murder in *flagrante delicto* if he finds his wife in a sexual liaison with another man. Because communities are mobile and there are lots of border crossings, immigrant communities in Europe are also resorting to the so-called family honor as a defense to murder women. In every country in the world, including in the United States, women face violence from intimate partners because of failure of law enforcement to respond. A hallmark is that 187 countries have ratified the CEDAW, and that provides a common vernacular to talk about violence and discrimination against women.

HAS THE U.S. RATIFIED THE CEDAW?

The U.S. is a glaring exception. The CEDAW is the progeny

of the Universal Declaration on Human Rights conceived by Eleanor Roosevelt. When First Lady Hillary Clinton reclaimed women's rights as human rights in Beijing on that historic day in 2005, the world stood still and the international women's movement was revitalized. Yet the U.S. has failed to keep the promises of Eleanor Roosevelt and has abdicated its responsibility to the international women's movement. I hope that lessons learned from our international partners can help to hasten the day of the United States' ratification of the CEDAW.

ARE THERE OTHER POSITIVE OPPORTUNITIES FOR WOMEN'S RIGHTS?

When I think of the challenges that women face, I also think of the opportunities they can seize. One of the most exciting developments is a feminist interpretation of the Sharia law, which is seeking to reclaim it from a patriarchal perspective. These women are unearthing a more egalitarian voice that is embedded in the Sharia, a voice that is women-friendly. For a long time, Sharia laws like other laws have been interpreted in a male voice and in the image of a male. In Indonesia, our partner Dr. Siti Mushda Mulia is the architect of what is called the Counter-Legal Draft, an alternative legal draft to the family law in Indonesia. She has examined the Sharia law and reinterpreted its implications for family law in a way that is progressive and contextualized. For example, she says that marriage must once again be interpreted as a marriage between the spouses, as two equal adults—not as a partnership between the bride's guardian and the husband. Her interpretation also allows a woman the autonomy to decide whether to marry, when to marry, and whom to marry. It also gives her equal rights to inheritance and property.

What is so powerful is that these women are not working against the religion, they're working with it. Dr. Moushira Khattab, the former minister for family and population in Egypt and one of our close partners, helped to revise the children's law in Egypt in compliance with the CEDAW and the CRC, outlawing child marriage and female genital mutilation. She met with the mullahs and said, "Female genital mutilation (FGM) has no Islamic underpinnings. In fact, it is antithetical to Islam, because Islam mandates, 'Do no harm to yourself, to your body.'" Framing it in those terms helped Khattab harness the support of the mullahs, and that was critical.

RECENTLY YOU WERE IN MOROCCO, HELPING TO LEAD THE RABAT ROUNDTABLE OF WOMEN LEADERS FROM MUSLIM/ARAB COUNTRIES. SAY A WORD ABOUT THAT AND YOUR VIEW OF THE ARAB SPRING.

The Rabat Roundtable was one of the first initiatives post-revolution in Egypt—a chance for Arab and Muslim women to meet and strategize on combating the challenges they were encountering, and to build common cause on how women can lead change during this exciting moment of political transformation. There was a sense of euphoria and exhilaration that women were such a pivotal part of the changes sweeping the Arab world, but also fear that women's voices might be muffled during an era of transitional justice. And that has proved to be a real threat. Now there's fear that some gains made *before* the Arab Spring, like Egypt's outlawing of female genital mutilation, might be revoked or eroded.

How do women resist the roll-back of the gains and sustain the egalitarian spirit of the Arab Spring to ensure women's equality under law? That was the central question that animated the conversations in Rabat. How do we mine the opportunities it has provided, to ensure that women are at the negotiating table, women are in the law- and constitution-drafting processes? In Egypt, there wasn't a single woman on the constitutional commission when they started drafting the constitution in the spring, and now they have rescheduled that process.

But political transitions provide a unique opportunity to address issues of gender justice. Tunisia recast its election laws to promulgate the historic parity law to ensure that 50 percent of its parliament would be women. The gender equality guarantee is at the very heart of the new Moroccan Constitution. The women's franchise in Saudi Arabia is a lightning rod for other changes to follow. These are transformative moments that will have ripple effects on all women, not just those in the Middle East/North Africa region. So, how do we seize this moment of global transformation to galvanize women's critical leadership role in peace building, conflict resolution, and transitional justice, not just in the Middle East/North Africa region but all over? This is really the next frontier of our work. ■

—Interview by Contributor Susan Lowry Rardin

This article was made possible through support from the Mary Joe Gaw Frug Fund.



RANGITA DE SILVA-DE ALWIS, S.J.D. is the director of international human rights policy programs at the Wellesley Centers for Women (WCW). A human rights lawyer and scholar, she leads WCW projects on women's rights issues in China, regional law reform in Asia, and the Women's Leadership Network: Women's Political, Public, and Economic Participation in the Muslim World. She is the inaugural Susan McGee Bailey Research Scholar at WCW, and a faculty member in the Madeleine Korbel Albright Institute for Global Affairs, as well as director of the Women in Public Services Summer Institute (2012) at Wellesley College, sponsored by the U.S. State Department.

new publications

WOMEN LEADING CHANGE II: RABAT ROUNDTABLE PAPERS*

Introduction by Rangita de Silva-de Alwis, S.J.D.

2011/#WCW17/FREE



The Arab Spring altered history. In the aftermath of the Egyptian Revolution, the Wellesley Centers for Women partnered with the Ministry of the Interior of the Kingdom of Morocco to convene a Strategic Roundtable on Women Leading Change in the Arab and Muslim World. At this seminar, leading women's rights advocates from the Arab and Muslim World came together to sustain the spirit of the Arab Awakening through women's active engagement at every level of decision making in this period of

political transition in the region. The Strategic Roundtable offered a critical space at a critical time to reflect on the role of women in political transformation and to identify challenges and impediments to women's role in the vanguard of political reform in the Arab World and in general the Muslim World. This compilation of papers was presented at the Rabat Roundtable convened May 17-18, 2011.

**These publications are available from the Wellesley Centers for Women's Publications Office or from the online catalog. Shipping and handling must be paid by customer for any hard copy/printed orders. Visit www.wcwonline.org/publications or call 781.283.2510 to purchase WCW publications.*

AFTERSCHOOL MATTERS JOURNALS AVAILABLE

Two issues of *Afterschool Matters*, the national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of afterschool education, have been published since June 2011, under the direction of Editor **GEORGIA HALL**, Ph.D., senior research scientist at the National Institute on Out-of-School Time at the Wellesley Centers for Women (WCW).

The spring issue features articles on building an afterschool workforce; English language acquisition in afterschool programs; goal-setting strategies for elementary-age children; self-assessment of practices that promote academic enrichment; analysis of a social network of programs in Dallas; and the implementation of a boys' empowerment group.

The fall issue highlights out-of-school-time (OST) programs that address the unique needs of English language learners and African refugee families,

GETTING TO THE TRUTHS ABOUT RACE: REFLECTIONS ON THE POLITICS OF CONNECTION IN *THE HELP**

Maureen Walker, Ph.D. and Christina Robb

2011/#WCW109/\$10.00

I. Getting to the truths about race... and the stories we tell along the way

Although good intentions may be necessary, they are never sufficient to sustain an authentic conversation about race. Because shame and anxiety are endemic to racially stratified cultures, what may start as well-intentioned discourse typically devolves into dread, recrimination, or escapist sentimentality. Using the best-selling novel *The Help* as a focal point, this paper discusses the critical relational capacities required to facilitate movement toward new relational possibilities.

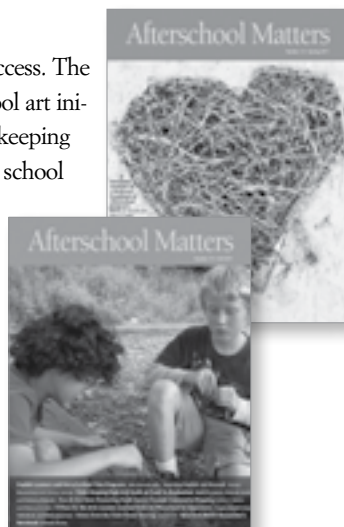


II. Help for *The Help*: RCT Meets Theme-Park Segregation

Relational-Cultural Theory (RCT) identifies shame as a tool of dominance. In the work of dismantling racist conditioning, shame can play a creative, relational role within white people in cross-race relationships. Kathryn Stockett's novel *The Help* bypasses this awkward yet liberating process and relies instead on cartoonish fantasy that leaves racial stereotypes in place. But shared reflection about the realities the novel mythologizes can lead to authentic connection.

and approaches for their academic success. The issue also features articles on afterschool art initiatives that utilize recycled materials; keeping youth at-risk for dropping out of high school on track through out-of-school programming, and ways OST centers can build relationships in the community and with schools.

Afterschool Matters is published by NIOST with support from the Robert Bowne Foundation. Online editions are available at: www.niost.org/afterschoolmattersjournal.



LINDA CHARMARAMAN, Ph.D. and her former Wellesley College student associate **BRITTANY LOW** co-wrote a chapter in a forthcoming anthology entitled, *Girls' Sexualities and the Media*, co-edited by Kate Harper, Yasmina Katsulis, Vera Lopez, and Georganne Scheiner Gillis. Tentative title of the chapter will be "From media propaganda to de-stigmatizing sex: Exploring a teen magazine by, for, and about girls."

CHARMARAMAN published "Congregating to create for social change: Urban youth media producers and sense of community" from her dissertation findings, in an upcoming issue of *Learning, Media, & Technology*. This case study explored how adolescents were empowered through after-school media production activities and, in the process, re-imagined themselves as active and engaged citizens within their community. Through analyzing interviews, participant observations, and media artifacts of 14 participants (aged 15-19) over a period of 18 months, three main themes emerged from the triangulation of data: sociocultural capital through group ownership; safe space for creative expression; and developing a sense of community with diverse voices. These young people exercised their collective voice toward pro-social actions by writing and producing their stories and showcasing their works at community screenings. They hoped that their videos would promote individual and community transformations. Building on youth development, community psychology, and media literacy frameworks, this article discusses educational implications like advocating for the power of youth media production to bridge participants' personal and private artistry to public and political statements.

CHARMARAMAN, ALICE J. LEE, Wellesley College student intern, and **SUMRU ERKUT**, Ph.D. authored "What if you already know everything about sex?", a content analysis of

questions from early adolescents in a middle school sex education program, which will be published in a forthcoming issue of the *Journal of Adolescent Health*. The authors analyzed over 800 anonymous questions posed in sex education classrooms in eight racially and ethnically diverse schools in the Boston area. Supported by Planned Parenthood League of Massachusetts and a 2011 Morse Fellowship at the Wellesley Centers for Women, the study aimed to assess sixth graders' knowledge and curiosity about sex-related topics that can guide the development of sexual health education and healthcare delivery.

RANGITA DE SILVA-DE ALWIS, S.J.D., authored "Domestic Violence Lawmaking in Asia: Some Innovative Trends in Feminist Lawmaking," which will be published in a forthcoming issue of the *UCLA Pacific Basin Law Journal*.

TRACY GLADSTONE, Ph.D., co-authored "Transmission and Prevention of Mood Disorders among Children of Affectively Ill Parents: A Review" (Beardslee, W.R., Gladstone, T.R.G., and O'Connor, E.E.) for inclusion in the *Journal of the American Academy of Child and Adolescent Psychiatry* (in press).

ELLEN GANNETT, M.Ed., is a featured discussant in *Advancing Youth Work: Current Trends, Critical Questions*, a path-breaking book edited by Dana Fusco that brings together an international list of contributors to collectively articulate a vision for the field of youth work, sharing what they have learned from decades of experience in the training and education of youth workers. Chapter one is, "A conversation with Ellen Gannett."

RUTH HARRIET JACOBS, Ph.D., serves on the Editorial Board for the *Journal of Women & Aging*, published by Routledge.

Through a variety of disciplines and a blend of scholarly and clinical articles, the journal provides practitioners, educators, researchers, and administrators with a comprehensive guide to the unique challenges facing women in their later years. Jacobs' poetry has been featured in several publications including the *Senior Sunshine Times*, Volume 3, Issue I, a newspaper designed specifically for an aging population that shares local and national news and resources.

NANCY MARSHALL, Ed.D. authored "Employment and Women's Health" which will be published in a forthcoming issue of *Women's Health Psychology*, edited by Mary V. Spiers, Pamela A. Geller, and Jacqueline D. Kloss; publisher: John Wiley & Sons.

JOANNE ROBERTS, Ph.D. co-authored "Building Professional Development for Urban Public Preschools: Experiences and Reflections" (Roberts, J.R. and Love, M.L.), which will be published in *The Early Childhood Educator Professional Development Grant Research and Practice (Advances in Early Education and Day Care)*, edited by John A. Sutterby; publisher: Bingley, UK: Emerald (in press).

NAN STEIN, Ed.D. authored "Teaching children and youth about sexual harassment, gender violence and bullying in schools" included in *Challenging Gender: Normalization and Beyond*, edited by Siv Fahlgren and published by Mid-Sweden University. Stein co-authored with Kelley Mennemeier, B.A., "The Gendered Dimensions of Harassment and Bullying: What domestic and sexual violence advocates need to know," published by National Resource Center on Domestic Violence and The National Sexual Violence Resource Center.

short takes

National SEED Project Welcomes New Co-Director

The National SEED Project on Inclusive Education (Seeking Education Equity and Diversity) at the Wellesley Centers for Women (WCW) welcomes **EMMY HOWE**, AFA, B.A., M.Ed. as a new Co-Director of this staff-development equity project for educators. Founder Peggy McIntosh, Ph.D., WCW associate director and a long-time co-director with Brenda Flyswithawks and Emily Style, will now lead the W.K. Kellogg Foundation SEED Expansion (see page 16).

Howe, an original writer and founder of the Welcoming Schools Initiative, brings years of experience as an elementary school teacher, parent advocate, social justice activist, and facilitator to her new role. Her priorities include running the national SEED training each summer with Flyswithawks and Style—the program will double due to the Kellogg grant—and she will take the lead on building the project's website presence with the intent to make SEED known to and more accessible to educators and parents around the country. The Kellogg grant will also allow free participation in The SEED Project for 18 underserved rural and urban schools.

Speaking of one of the valuable outcomes of having a SEED seminar in a school, Howe notes, "If you have an ongoing conversation about difficult issues in a school, when something arises that is acute, you have a much better platform to solve it and to support the people who are involved."

A long-time SEED educator, Howe continues to host a monthly meeting of SEED leaders from across New England that has met for 15 years. A renaissance woman, she leads anti-racism groups in her community and directs CampOUT, a one week summer camp and weekend programs for young people with LGBTQ parents. She is developing Open View Farm, a working teaching farm in Conway, MA, where there are workshops for educators focused on inclusiveness and sustainability, social justice work, and craft-making.

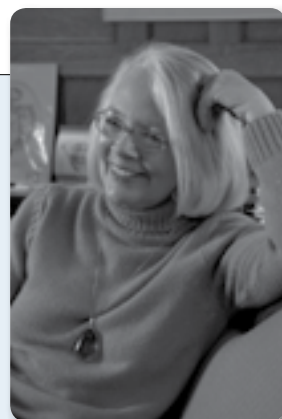
Howe earned her B.A. from Yale and her M.Ed. from Lesley College.

SUSAN WELLINGTON, a WCW research assistant, and **MELISSA PATRICK**, WCW administrative assistant, have also joined the National SEED Project and will work with Howe, McIntosh, and colleagues and educators across the country on expansion efforts. **Welcome!**



Former WCW Director Earns Alumnae Achievement Award

SUSAN MCGEE BAILEY, Ph.D., executive director of the Wellesley Centers for Women from 1985-2010, has been named a recipient of the 2012 Alumnae Achievement Award from the Wellesley College Alumnae Association. Recognized for her leadership of WCW, her groundbreaking report, *How Schools Shortchange Girls*, and her lifelong advocacy, Bailey will be presented the award in February 2012 with two other recipients—scientist Mary-Jeanne Kreek and musician Wendy Gillespie. Congratulations!



WCW Scholars and Research Inform Policy Makers

RANGITA DE SILVA-DE ALWIS, S.J.D., director of international human rights policy programs at the Wellesley Centers for Women (WCW), has been named director of the Women in Public Service Project Summer Institute to be held at Wellesley College in June 2012. The College will serve as host of the inaugural Summer Institute of this five-college partnership with the U.S. State Department; the aim is to increase the participation of women around the globe in public service and political leadership, and to forge global solutions to improve governance, expand civil rights and combat corruption. A December colloquium is also being planned for the Women in Public Service Project for which de Silva-de Alwis is providing technical assistance to the U.S. State Department.

SUMRU ERKUT, Ph.D., WCW associate director and senior research scientist, shared research findings during a testimony at the Massachusetts State House before the Joint Committee on Education related to An Act Relative to Healthy Youth (H. 1063/S.190) which provides for comprehensive sex education versus abstinence-only program when sex education is provided in Massachusetts schools.

GEORGIA HALL, Ph.D., WCW senior research scientist, attended the initial planning meeting for the U.S. Department of Education Science, Technology, Engineering, and Mathematics (STEM) in 21st Century Community Learning Centers (CCLC) initiative held in July in Washington, D.C. Hall will serve on the

on-going workgroup formulated following the meeting. The STEM in 21st CCLC initiative is designed to leverage the reach of the 21st CCLC program in order to better meet the educational needs of students, and to better prepare today's students for the workforce needs of tomorrow.

ERIKA KATES, Ph.D., WCW senior research scientist, testified before the Massachusetts Joint Committee on the Judiciary in September in response to a bill (H2234) to ensure Safe Pregnancy in Prison, sponsored by Massachusetts State Representative Kay Khan. Kates' testimony focused on the abolishment of shackling of women prisoners within a hospital setting prior to, during, and post labor. The bill also focused on the need for good nutrition and medical care among a population of women, many of whom have never had adequate health care.

The United Kingdom's Campaign for Body Confidence, co-founded by Jo Swinson, Member of Parliament, and the All-Party Group on Body Image, welcomed **JEAN KILBOURNE**, Ed.D., WCW senior scholar, to Parliament last spring for a screening and discussion of Kilbourne's film, *Killing Us Softly 4*, which looks at how advertising traffics in distorted and destructive ideals of femininity.



NAN STEIN, Ed.D., WCW senior research scientist, attended a reception in Washington, D.C. hosted by Vice President Joseph Biden and Jill Biden, Ph.D. (pictured above) in recognition of the 17th Anniversary of the Violence Against Women Act in September. Earlier in the year, Stein had met with the White House Advisor on Violence Against Women and presented at a national summit on gender-based violence among young people sponsored by the U.S. Departments of Justice, Education, and Health & Human Services.

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Alternatives to Incarceration (ATI) for Women in Massachusetts

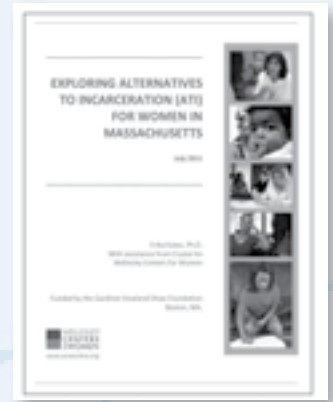
ERIKA KATES, Ph.D., a senior research scientist at the Wellesley Centers for Women (WCW), recently completed a study reviewing the current status of alternatives to incarceration for women in Massachusetts. In July 2011, she presented the project's findings to a forum of legislators and experts from the departments of Correction, Probation, and Public Health, and an invited group of practitioners and researchers with experience of women in criminal justice. Commentators were provided with the final draft of the project's report, and invited to comment on the findings and recommendations. Fifty people attended the event which was facilitated by members of the project's advisory group and held at the Boston Foundation's offices.

Kates' presentation provided an overview of the literature on current national and international trends to reduce prison populations and costs, discussed how women are often omitted from the literature on alternatives to incarceration, showed that their growth in numbers, family considerations, and offenses made them particularly appropriate for such interventions, and she highlighted the value of diversion practices for women in Massachusetts.

The project defined ATI options and collected data on the numbers of women in Massachusetts participating in them. The

project also compiled cost data: the cost of incarcerating a state prisoner is estimated at \$46,000 per year, compared with \$28,000-\$46,000 a year for a county prisoner. These costs compare with 'regular' probation at \$1,200 a year, and more intensive community corrections (probation) at \$4,700 per year. Data show that existing public health treatment facilities housing women and children can provide effective residential alternatives.

The project concluded that women participate in ATI options in Massachusetts, but there is considerable room for expanding these numbers. Forum participants provided ideas for expanding access to ATI and these are included in the final report, from WCW, online at: www.wcwonline.org/pdf/ekates/ExploringATIinMA.pdf.



Evaluation of Quality Assessment Tool

ALLISON TRACY, Ph.D., methodologist and senior research scientist at the Wellesley Centers for Women (WCW), has been collaborating with **WENDY SURR**, M.A. and **AMANDA RICHER**, M.A., research associates at the National Institute of Out-of-School Time at WCW, to evaluate the Assessment of Afterschool Program Practices Tool (APT), a self-assessment observation tool designed to measure the quality of afterschool programs. This one-year research study is being funded by the William T. Grant Foundation. Results of the study show that the APT has strong psychometric properties. After minor refinement, the APT is able to measure specific practices as well as broader quality dimensions (scales). APT quality ratings were able to distinguish between higher and lower quality programs. APT ratings were stable across site visits and not overly sensitive to day-to-day fluctuations in quality. The APT works well for pairs of observers at a given time.

The research team is currently exploring the relationships between APT quality scales and youth reported program experiences and attitudes and beliefs, as measured by the Survey of Afterschool Youth Outcomes Youth Survey (SAYO-Y). Preliminary results show many connections in both expected and unexpected ways. In October, the research team held a forum with practitioners, quality coaches, and funders to share the APT Study results. Feedback and contributions from APT users and stakeholders will help the research team make further refinements to the APT tool and its use.

Learning, Reflection & Mindfulness

The Open Circle program at the Wellesley Centers for Women has partnered with Courage & Renewal Northeast and Courage in Schools to offer a unique opportunity to a select group of experienced Open Circle teachers in the Boston public schools and other Massachusetts urban school districts. Over the past decade, research from the field of social emotional learning and cognitive neuroscience has supported the importance of programs like Open Circle to the academic achievement and health and wellbeing of students. Recent research has pointed to the social competency of adults implementing these programs as key to their effectiveness.

The partners recognize that the overwhelming demands on teachers and the hurried pace of the school day can interfere with teachers' capacity to implement programs like Open Circle consistently and effectively. To support teachers, they are piloting a year-long four-session program that introduces them to the reflective practices of Courage to Teach as well as mindfulness practices that promote attention, emotional balance, and stress reduction.

In addition to supporting the renewal of teachers, the collaborators will develop approaches and lessons to supplement the Open Circle Curriculum to bring mindfulness and reflective practices to students in developmentally appropriate ways. They will explore the latest findings in cognitive neuroscience that make connections between these practices and executive brain function for successful learning, including self-regulation, emotional balance, and focus. This program will begin in January 2012, schedule to be determined.

The cost per participant for all four sessions, including all materials and meals, is supplemented by a grant from the Compton Foundation and the support of the Courage in Schools Initiative of the Center for Courage & Renewal. Learn more at www.open-circle.org.

Media Representation of Girls & Women

Geena Davis, Academy Award-winning actor and founder of the Geena Davis Institute on Gender in Media, and Deborah Taylor Tate, former FCC Commissioner, joined together to launch Healthy MEdia: Commission for Positive Images of Women and Girls last spring. During the launch, the co-chairs announced that **JEAN KILBOURNE**, Ed.D., senior scholar at the Wellesley Centers for Women, will serve as a member of the Commission. Recognizing the need for a national discussion on the topic, Healthy MEdia: Commission for Positive Images of Women and Girls will: host the national discussion on best practices to promote positive and balanced images of girls and women; convene industry leaders, subject-matter experts, youth representatives, media leadership, and the creative community to develop a blueprint on how to create a positive media environment for kids; produce concrete recommendations to media and policy leaders; champion media leaders who are promoting positive content and balanced images of girls and women; and work to secure industry-wide, public commitments to take steps toward positive change. Learn more at www.jeankilbourne.org.

Kilbourne is also a featured discussant in the new documentary, *Miss Representation*, a film that exposes how mainstream media contribute to the under-representation of women in positions of power and influence in America. The film challenges the media's limited and often disparaging portrayals of women and girls, which make it difficult for women to achieve leadership positions and for the average woman to feel powerful. Learn more at www.missrepresentation.org. The Wellesley Centers for Women will host a screening of *Miss Representation* in late winter/early spring 2012.



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WCW receives \$2.9M from the W.K. Kellogg Foundation to expand the National SEED Project on Inclusive Curriculum (Seeking Education Equity and Diversity)

The Wellesley Centers for Women (WCW) at Wellesley College has received a \$2.9 million grant from the W.K. Kellogg Foundation to improve teacher quality through the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity). SEED, now in its 25th year, is a staff-development project for educators who aim to make school climates, teaching methods, and curricula more gender-fair, multi-culturally equitable, and inclusive of students from all backgrounds.

The aim of this three-year initiative is to expand the National SEED Project on Inclusive Curriculum, and make its model of schooling inclusiveness for all children and families, including its innovative teaching practices, more widely known and available to educators in the United States. The SEED Project will double from 40 to 80 its summer training of teachers and parents to lead SEED seminars in their communities, and will also enable educators from 18 rural and urban schools which serve the most vulnerable populations the opportunity to start SEED seminars without paying the usual fees to participate and integrate SEED work into their underserved communities.

“When teachers and parents carry SEED methods into their classrooms and homes, the balancing of speaking and listening decreases polarization and increases thought, empathy, creative problem solving, and the capacity to decrease structural inequities that we have been taught to take for granted and not even to see,” notes **PEGGY MCINTOSH**, Ph.D., founder and co-director of SEED and associate director of WCW. “SEED methods improve the student-teacher relationship and can be used at any grade level in any subject area to connect academic subjects to the present lives of the students. In the words of SEED co-director Emily Style, they give teachers and students the chance to see and use “the textbooks of their lives as curricular material in its own right.”

Additionally, this initiative will include multi-media documentation and an interactive website of SEED’s 25 years of ongoing equity practices in order to extend the work over the next quarter of a century. The Project will hold a National SEED Principals’ Institute for principals who have had or led SEED seminars in their school and who can testify about how SEED modes have improved school leadership, teacher quality, and student learning, and helped their schools to make good on a key claim of their mission statements: to develop the potential of every student.

SEED year-long seminars have been led monthly by more than 1,800 SEED leaders in schools across the U.S. and the world. Based at the Wellesley Centers for Women, the SEED Project is led by Emily Style, an English teacher who has taught in higher

education and in urban and suburban New Jersey schools; Brenda Flyswithhawks, instructor in Psychology at Santa Rosa Junior College in California, and Emmy Howe, educator and social justice activist (see page 12). McIntosh now leads the Kellogg SEED Expansion. Learn more at www.wcwonline.org/seed.

The W.K. Kellogg Foundation, established in 1930, supports children, families, and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society. Grants are concentrated in the United States, Latin America and the Caribbean, and southern Africa. For further information on the foundation, please visit www.wkcf.org.

To learn more about the Improving Teacher Quality through SEED: Seeking Educational Equity and Diversity project, please visit www.wcwonline.org/seed/kellogg.

Study of Child Care Facilities in Massachusetts

The Children’s Investment Fund released its two-year study, “Building an Infrastructure for Quality,” October 12th in Boston, MA. The study is the first-ever inventory of early childhood education and out-of-school-time facilities in Massachusetts. The report focuses on facilities for children of low- and moderate-income families and

addresses building code compliance, health and safety, the learning environment, and adult work space. The Wellesley Centers for Women (WCW) and Boston-based On-Site Insight conducted the statewide facilities inventory. Principal Investigators from WCW were **WENDY WAGNER ROBESON**, Ed.D.; **GEORGIA HALL**, Ph.D.; and **NANCY MARSHALL**, Ed.D. The Children’s Investment Fund has collaborated with United Way to increase awareness of the importance early experiences and good childhood education environments play in child development. Learn more at www.wcwonline.org/childcarefacilitiesstudy.





NIJ study: Positive findings for reducing teen dating violence/harassment

Findings from a National Institute of Justice (NIJ) evaluation of *Shifting Boundaries: Lessons on Relationships for Students in Middle School*, a youth dating violence prevention program in New York City middle schools, indicate that increasing awareness and monitoring of school environments can be effective strategies for reducing dating violence/ harassment (DV/H) among adolescents. This study was the first to use a rigorous scientific methodology with a young population of sixth and seventh graders; most teen dating violence projects look at older students.

The research team—Bruce Taylor, Ph.D., principal research scientist, NORC at the University of Chicago, and **NAN D. STEIN**, Ed.D, senior research scientist, Wellesley Centers for Women (WCW)—randomly assigned 30 New York City middle schools (two sixth and two seventh grade classrooms in each, with a final total of 117 participating classrooms) to one of four conditions: 1.) a classroom-based intervention, 2.) a building intervention, 3.) both classroom and building interventions, or 4.) a no-treatment control group.

The classroom curriculum included six sessions emphasizing the consequences for perpetrators of DV/H; state and federal laws for DV/H; the setting and communicating of boundaries in relationships; and the role of bystanders as interveners. The building intervention included the introduction of temporary school-based stay-away orders; assignment of faculty and school safety personnel to monitor unsafe areas identified through the use of student “hot spot mapping;” and the use of posters to increase awareness and reporting of DV/H to school personnel. Approximately 2,700 students completed surveys administered before the intervention, immediately after, and six months post intervention.

The data, collected and analyzed between October 2008 and December 2010, shows that *Shifting Boundaries* improves DV/H knowledge and intentions and reduces violent behavior compared to the control group which received no interventions. Findings include:

- The combination of the classroom and building interventions increased student knowledge about laws and consequences about dating violence and sexual harassment.
- The students receiving the building intervention were more likely to intend to avoid perpetrating violence

(more pro-social behavioral intentions) immediately after the intervention.

- The building intervention alone was associated with more positive intentions to intervene as a bystander (e.g., reporting an incident of violence to a teacher) six months post intervention.
- The combination of the classroom and building interventions and the building intervention alone reduced sexual harassment (victimization and perpetration) by 26 to 34 percent six months post follow-up.
- The building intervention reduced victimization and perpetration of physical and sexual dating violence by about 50 percent up to six months after the intervention.
- The combination of the classroom and building interventions and the building intervention alone led to 32 to 47 percent lower peer sexual violence victimization and perpetration up to six months after the intervention.

While the preponderance of results indicates that the interventions were effective in improving students’ awareness/knowledge and behavioral intentions, as well as reducing violent incidents, three anomalous results (e.g., reported declines in total peer violence frequency which were contradicted by higher prevalence estimates) are still under review.

Overall, the building intervention alone and the combination of the classroom and building interventions were effective strategies to reduce DV/H. However, classroom sessions alone were not effective. An overview of the study and more findings are available online: www.wcwonline.org/proj/datingviolence/NIJFindingsSummary10.08-12.10.pdf.

A copy of the slides presented during the June 2011 National Institute of Justice Annual Research Conference are available online: www.wcwonline.org/proj/datingviolence/NYCDatingViolenceResultsNIJ2011Presentation.ppt.

A copy of *Shifting Boundaries: Lessons on Relationships for Students in Middle School* can be found at: www.wcwonline.org/proj/datingviolence/ShiftingBoundaries.pdf.

Listen to Stein and Taylor’s October WCW lunchtime seminar during which they shared findings and perspectives: www.wcwonline.org/audioarchive.

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NIOST Research Informs First-ever National Healthy Eating and Physical Activity Standards Developed for Afterschool Programs

The Healthy Out-of-School Time Coalition (HOST) comprised of leaders in out-of-school time care and health promotion brought together by the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) at the Wellesley Centers for Women, the University of Massachusetts Boston (UMB) and the YMCA of the USA (Y-USA), announced the first-ever comprehensive national nutrition and physical activity standards for out-of-school programs for children in grades K-12 this past August. The new guidelines are the latest tool in the fight against childhood obesity and a step in promoting healthy options for the more than eight million children that participate in out-of-school programs at least three hours a day, according to statistics from the HOST Coalition.

The new standards are the result of a comprehensive research project funded by the Robert Wood Johnson Foundation. Over the course of a year, HOST conducted a national online survey of more than 700 out-of-school programs across the country, and examined best practices and existing standards and guidelines for providing healthy eating and physical activity opportunities. The survey included participation from many local YMCAs, one of the nation's largest providers of afterschool programs.

"Energy balance and appropriate physical activity are critical to good health and preventing childhood obesity, which is reaching record numbers in this country. Out-of-school programs provide opportunities for children to not only consume nutritious snacks but also to learn real-life strategies for evaluating food options and making healthy choices," says project co-leader **ELLEN GANNETT**, M.Ed., director of NIOST. "If out-of-school programs can influence smart choices for children when they're away from home and out of the classroom, they will be an important component in the campaign to fight childhood obesity."

Among the recommended standards outlined for out-of-school programs—which include before and after school programs, day camps, and overnight camps—are:

- Serving fruits and vegetables (fresh, frozen, or canned) as options instead of cake, cookies, candy, and chips.
- Offering water as the preferred drink option during snack times instead of juices, punch boxes, or soda.
- Dedicating at least 20 percent or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program).
- Ensuring that daily physical activity time includes aerobic and age-appropriate muscle and bone strengthening and cardio-respiratory fitness activities.

In addition, the new standards elevate the importance of training out-of-school program staff on the role of healthy eating, physical activity, and social supports for healthy behavior.

The next step in the process is to educate all out-of-school providers on the standards and begin implementation. The HOST Coalition hopes that out-of-school programs will begin the process by conducting a self-assessment to see how they stack-up when compared to the standards and then begin to implement change. Local YMCAs around the country will begin evaluating their out-of-school programming and begin the process of adopting the standards this year.

For additional information on the HOST Coalition please visit: www.niost.org/Standards-and-Guidelines.



Minority & Immigrant Survivors in Probate & Family Court: Building a Community of Practice

The Multicultural Immigrant Coalition Against Violence (MICAV) brought together advocates, domestic violence survivors, researchers, public agency representatives, and attorneys to share perspectives and to initiate a community of practice during a special conference, *Minority & Immigrant Survivors in Probate & Family Court: Building a Community of Practice*, in September at the Suffolk University Law School – Rappaport Center, Boston, MA.

“This was an interactive conference for advocates and similarly situated professionals who help minority and immigrant domestic violence survivors in family court,” said **MONICA DRIGGERS, J.D.**, research scientist at the Wellesley Centers for Women. “It was a much-needed opportunity to gather, identify, and discuss the unique challenges encountered while serving this population. Participants were encouraged to share their knowledge and take the first steps towards establishing best practices and building a community of practice.”

Probate and Family Court cases can be complex, drawn-out, and difficult for survivors. Language barriers, unfamiliarity with court processes, cultural misperceptions, and questions about immigration status routinely frustrate the efforts of battered immigrant and minority survivors of domestic violence who use family court to achieve personal and financial security for themselves and their children. Conference attendees—81 percent whom work for non-profit organizations, 83 percent whom work for community-based program providers—were encouraged to participate so that their collective wisdom may inform discussions of effective, culturally tailored techniques as MICAV begins creating the community of practice around these issues.

The conference’s afternoon dialogue between court interpreters and advocates clarified their roles, identified barriers for immigrant and minority survivors in the Probate and Family Courts, and discussed ideas for collaboration to improve services for survivors. A panel of court interpreters and advocates described their experiences with immigrant and minority survivors, with particular attention to issues in the Probate and Family Courts. Panelists responded to questions aimed at building collaborative efforts between interpreters and advocates. Attendees reported that they found the clarification of roles and systems, their increased knowledge of the various services and departments, and the networking and validation of shared experiences most beneficial. Members of MICAV are facilitating the building of the community of practice following the interactive, day-long program.

Minority & Immigrant Survivors in Probate & Family Court: Building a Community of Practice was sponsored by: Boston Women’s Fund; Greater Boston Legal Services; Massachusetts Immigration & Refugee Advocacy Coalition; Massachusetts Law Reform Institute; Massachusetts Office for Victim Assistance; Suffolk University Law School Rappaport Center for Law and Public Service; and the Wellesley Centers for Women. Learn more at www.micav.org.

WCW LUNCHTIME SEMINAR SERIES

The Wellesley Centers for Women (WCW) holds its Lunchtime Seminars at its Cheever House location in Wellesley, MA on Thursdays, from 12:30-1:30 during the fall and spring semesters. WCW scholars and colleagues share recent findings, review new works-in-progress, and lead interactive discussions during these programs. Many are recorded; archived presentations can be accessed or downloaded from www.wcwonline.org/audioarchive.

SPRING 2012 SCHEDULE

The schedule is subject to change. Please confirm programs and schedule at www.wcwonline.org/calendar. Upcoming programs include:

March 8

Amy Hoffman, MFA

“Spinning,” a reading from a chapter of my family memoir, Lies about My Family

March 15

Kate Price, M.A.

Longing to Belong: Relational Risks and Resilience in U.S. Prostituted Children

March 22

Wendy Surr, M.A., Laurie Jo Wallace, M.A. and Evan Wilson, M.A.

Youth Researchers in Action

March 29

Rangita de Silva-de Alwis, S.J.D.

The Arab Spring: Challenges and Opportunities for Women

April 5

Tracy R.G. Gladstone, Ph.D.

Preventing Depression in Teens: The CATCH-IT Intervention Program

April 12

Anne Litwin, Ph.D., Judy Jordan, Ph.D., and Joyce Fletcher, Ph.D.

Women Working with Women

FALL 2011 LUNCHTIME SEMINARS*:

- Social Class from Adolescence to Adulthood with Allison Tracy, Ph.D.
- Using Teachers’ Memories of School to Reframe Their Teaching Methods and Relate Better to the Most Vulnerable Students with Peggy McIntosh, Ph.D.
- Shifting Boundaries: Findings from a Youth Dating Violence Prevention Program Evaluation in NYC Middle Schools with Nan Stein, Ed.D. and Bruce Taylor, Ph.D.
- Using Children’s Literature to Support Social and Emotional Learning with Peg Sawyer, B.S.Ed.
- Snapshots from the Evaluation of a Comprehensive Sex Education Program with Jennifer Grossman, Ph.D., Linda Charmaraman, Ph.D., Ineke Ceder, B.A., and Sumru Erkut, Ph.D.

*Visit www.wcwonline.org/audioarchive for links to audio recordings of several of these programs.

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RECENT MEETINGS & PRESENTATIONS

AMY BANKS, M.D. presented “Infant-Parent Training Institute: Master Class” organized by Jewish Family & Children’s Services in Massachusetts in September. In November, Banks served as a key-note speaker during the 21st Annual Renfrew Center Foundation Eating Disorders Conference for Professionals in Philadelphia, PA, for which she presented “The Mindful and Relational Brain: The Next Integration” along with other key-note panelists.

RANGITA DE SILVA-DE ALWIS, S.J.D. spoke at the Vietnam Ministry of Justice Conference on “Gender Mainstreaming into Legal Aid Services, Judiciary and Procuratorate” in September and advised the Vietnam Ministry of Justice and helped draft the Gender Mainstreaming into Legislation Policy. Also in September, de Silva-de Alwis served as a panelist for The Conference on State Parties for the Convention on the Rights of Persons with Disabilities, “Gender Perspectives: Using International Law to Advance the Rights of Women and Girls with Disabilities” at the United Nations in New York, NY. Participants were invited to apply a gender perspective to disability and discuss how gender and disability are currently applied in the context of existing international norms and United Nations mechanisms. They also explored ways to empower women and girls with disabilities and to mitigate violence against them.

In November **DE SILVA-DE ALWIS** traveled and met with the All China Women’s Federation, Chinese Academy of Social Sciences, Beijing University and

China University of Political Science and the Law, and the Chinese Academy of Social Sciences, and other academic institutions to provide technical assistance to emerging lawmaking in China on equalizing retirement practices, parental leave policies, and work-family reconciliation policies. Also in November, she partnered with Ford Foundation to convene a Strategic Roundtable for China’s Gender and Law and Anti-Discrimination experts.

TRACY GLADSTONE, Ph.D. co-presented “Prevention of Depression: Moderators of acute effects” during the annual meeting of the American Psychology Association in Washington, D.C. (Garber, J., Weersing, V.R., Brent, D.A., Beardslee, W., Clarke, G., Gladstone, T., Lynch, F.L., Debar, L., Shamsedden, W., & Lyengar, S.). In October, she presented “Preventing Depression in Teens: The CATCH-IT Intervention Program” to the McLean Hospital Center for Depression, Anxiety and Stress Research in Belmont, MA. In November, Gladstone co-presented “Internet-Based Prevention Program for At-Risk Youth: Adolescents’ Outcomes and Parents’ Responses” during the annual meeting of the Association for Behavioral and Cognitive Therapies in Toronto, Canada (Gladstone, T.R.G., Van Voorhees, B.W., Reinecke, M., & Marko, M.).

A paper by **JENNIFER GROSSMAN**, Ph.D.; **ALICE FRYE**, Ph.D., **LINDA CHARMARAMAN**, Ph.D., **INEKE CEDER**, B.A., and **SUMRU ERKUT**, Ph.D. on the short-term impact evaluation of *Get Real*, a comprehensive sex education curriculum for middle school students

was presented during the 2011 conference of the American Public Health Association in Washington, D.C. in early November.

GEORGIA HALL, Ph.D. moderated the Promising Practices Panel at the New Jersey After 3 Showcase and Award Reception in June 2011. Policy makers, educators, and nonprofit leaders from across the state gathered in Trenton, NJ to celebrate award-winning afterschool practices in New Jersey. Participants in the showcase learned about promising afterschool practices through interactive workshops, panel discussions, and interacted with key stakeholders focused on the importance of expanding learning time in public schools.

JUDITH V. JORDAN, Ph.D. and **KATE PRICE**, M.A. provided a Relational-Cultural Theory-based training in September to the staff at Families in Transition, a non-profit organization working with women and families experiencing homelessness in New Hampshire. **JORDAN** also presented three webinars for the Jean Baker Miller Training Institute's (JBMTI) Director's Series: "Empowering Relationships, Expanding Human Possibility," "Mutual Empathy: Healing Through and Toward Connection," and "Challenging the Isolating Power of Shame."

The **JBMTI 2011 INTRODUCTORY INSTITUTE**, How Connections Heal: Concepts and Applications of Relational-Cultural Theory, was held in October on the Wellesley College campus, Wellesley, MA. The Introductory Institute is a unique opportunity for the intensive study of Relational-Cultural Theory and its direct applications in the world. In addition to interactive presentations and workshops led by JBMTI faculty, learning activities included small and large group case discussions, community-building, role-plays,

and, presentations. This year's Introductory Institute participants also heard the Jean Baker Miller Memorial Lecture, an annual lecture open to the public, presented by Lyn Mikel Brown, Ed.D., an activist, scholar, author, and parent. Brown presented "Fighting Like a Girl: How Girls Can and Do Make a Difference." The 2012 Intensive Institute will be held June 21-24, 2012 in Wellesley, MA. Learn more at www.jbmti.org.

NANCY MARSHALL, Ed.D., served as a session organizer and discussant for an invited panel at the Inaugural Conference of the Work Family Researchers Network, "Interdisciplinary Perspectives on Work and Family", held in Philadelphia, PA in June.

MARSHALL, WENDY WAGNER ROBESON, Ed.D., and **JOANNE ROBERTS**, Ph.D., presented on the Massachusetts child care subsidies study during "Parental perception of child care subsidies: Knowledge, satisfaction and child outcomes," at the 2011 Annual Meeting of Child Care Research Consortium held in Bethesda, MD in November. Wagner Robeson served as facilitator for the session.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME (NIOST)** held its annual Summer Seminars in Boston, MA in July. The Seminars built off of the five leadership principles developed by the Rockwood Leadership Institute: Purpose, Vision, Partnership, Resilience, and Performance. Through reflection and dialogue, participants unpacked each of these principles in depth, uncovering the meaning they hold for day-to-day work, and how professionals may put them to practice in their collective efforts. Participants explored how to develop and communicate a unified vision, advocate for their programs, navigate increasingly complex policy and funding environments, and manage change. The Seminars also

included opportunities for current leaders to share the challenges they've faced and how they've addressed them. Next year's Summer Seminars will be held July 23-26, 2012 in Boston, MA. Learn more at www.niost.org.

KATE PRICE, M.A. presented "Longing to Belong: Relational Risks and Resilience in U.S. Prostituted Children" in September at the eighth annual Human Trafficking, Sex Work, and Prostitution Conference at the University of Toledo in Ohio.

NAN STEIN, Ed.D. and Bruce Taylor, Ph.D. presented findings from their evaluation of a teen dating violence/sexual harassment prevention program for middle school students to Massachusetts middle school educators in October. Sponsored by the U.S. Department of Justice and U.S. Department of Education, the interventions and replication efforts of the study have relevance to middle school communi-

ties across the country. Stein and Taylor's work, "Dating Violence Prevention in New York City Middle Schools: Six-Month Follow-Up Multi-Level Experimental Results," was accepted for presentation during an Adolescent Intimate Partner Violence and Victimization session of the American Society of Criminology Conference in Baltimore in November.

MAUREEN WALKER, Ph.D. presented with award-winning journalists Christina Robb and Callie Crossley during the colloquium, "Getting to the Truths about Race: Reflections on the Politics of Connection in *The Help*," organized by the Jean Baker Miller Training Institute in early December.

UPCOMING PRESENTATIONS

See a complete line-up of upcoming presentations featuring WCW scholars and trainers at www.wcwonline.org/calendar.

Focus on Research at the Jean Baker Miller Intensive Institute

Original research was a key focus at this year's Intensive Institute held in June by the Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women. All Institute attendees participated in a skills-based workshop, "Creating Connection in a Sea of Disconnection: Research Informed Clinical Practice," with Mary Tantillo, Ph.D., Jennifer Sanftner, Ph.D., and Renee Spencer, Ed.D. The seminar was based on Spencer's work on mentoring and on Tantillo's and Sanftner's recent article, "Measuring Perceived Mutuality in Women: Further Validation of the Connection-Disconnection Scale," published in the *Journal of Creativity in Mental Health*.

Abstract: Relationships with family and significant friends and partners are important contributors to the quality of life, health, and mental health of women. The Connection-Disconnection Scale (CDS) was developed to assess perceived mutuality (PM) in relationships with mothers, fathers, friends, and romantic partners, and data are presented here that offer additional reliability and validity for the scale with college women. Two samples totaling 152 women from a mid-western university completed the CDS along with theoretically similar measures. Results revealed that scores on each form of the CDS possess excellent test-retest reliability and internal consistency, and all scale items load on a single factor. Pearson correlations with theoretically similar measures, such as the Parental Attachment Questionnaire, Social Support Questionnaire, and Dyadic Adjustment Scale, showed good convergent and discriminant validity. Overall, findings suggest the CDS is a psychometrically strong assessment tool that can be used to assess PM as it relates to women's health and mental health.

Additionally, Institute participants from around the globe presented during a poster session representing a wide array of original research completed by RCT practitioners. The posters included: *Integrating RCT into*

Supervision: Mediating Effects on Relational Health and Working Alliance, by Jinnelle V. Aguilar, B.A., Texas A&M, Corpus Christi; *Continuum of Recovery in Connection: Eating Disorders*, by Cate Dooley, Ph.D., Brandeis University, Waltham, MA; *A Relational-Cultural Approach to Address Violence Against Women and Children-Human Trafficking Conference*, by Connie Gunderson, Ph.D., HAWK University, Bremen, Germany; *A Recipe for Relationships: Couple's Meal Preparation as a Relational Activity*, by Katherine Herman, Doctoral Candidate, The College of William and Mary, Williamsburg, VA; *Building Connection through Ritual: Welcoming Girls at Menarche*, by Glenda Hufnagel, Ph.D., University of Oklahoma, Norman, OK; *The Bridges Project: Encouraging Women to Continue in Education Using a Strength-based Approach*, by Susan Rodger, Ph.D., University of Toronto, Ontario, Canada; *Being a Girl in Today's World: Project to Provide Education, Outreach, and Support to School-aged Girls in the Realm of Self-Esteem and Body Image*, by Karen Samuels, Ph.D., Community Outreach for the Prevention of Eating Disorders (COPE), Orlando, FL; *Drumming Up Relationship: Using Drums and Poem-making to Help Children Build Relational Skills*, by Georgia Sasson, Ph.D., Brandeis University, Waltham, MA; *Teaching and Learning: A Relational Approach*, Harriet Schwartz, Ph.D., Carlow University, Pittsburgh, PA; *Exploring the Relational/Cultural Approach to Nutrition Counseling*, by Katarzyna Tupta, M.H.Sc., Ryerson University, Toronto, Canada.

Following is a highlight from the poster *Qualitative Study: Women Speak About their Experience of Brief Relational-Cultural Therapy (BRCT)*, by Anne Oakley, Ph.D. and Shirley Addison, R.N., M.H.Sc., from the Brief Psychotherapy Centre for Women (BPCW), Women's College Hospital in Ontario, Canada. The study was funded by the Ontario Women's Health Council Secretariat and Ministry of Health and Long-term Care.

Purpose: To gain a more in-depth understanding of clients' experience at the BPCW and to capture their experience in their own



voice. All clients wrote about their experience of therapy and the BPCW using ten open-ended questions (n=91). Twenty clients had open-ended semi-structured taped interviews (one to two hours) by an external interviewer. Clients were of diverse backgrounds in terms of ethno-cultural, socio-economic, age, sexual orientation, health status, etc. **Method:** BPCW completed a two-and-a half year comprehensive research that included outcome measures and qualitative methodologies (n=91).

A primary finding was increased confidence and empowerment of participants:

"I find it a privilege and consider myself fortunate that finally, I found a psychotherapy model that respects a real woman to help deal with the real world." (G1S042, CEQ);

"Clearer understanding of my sense of powerlessness when I am triggered by race/class ... Confidence in my right to have and express feelings even when they are not mainstream or popular ... I am now able to enter a situation [white middle class] without feeling 'less than' or judged." (G2S105, CEQ).

Ongoing research continues to study and to validate the importance of Relational-Cultural Theory (RCT) as a tool for personal healing and social transformation. The RCT research network provides support and information to RCT researchers worldwide. While RCT's main work is often seen as primarily theory building and promoting social change, there are active scholars throughout the world researching RCT practices. Recently JBMTI compiled over 6,000 citations of its work with more coming. ■

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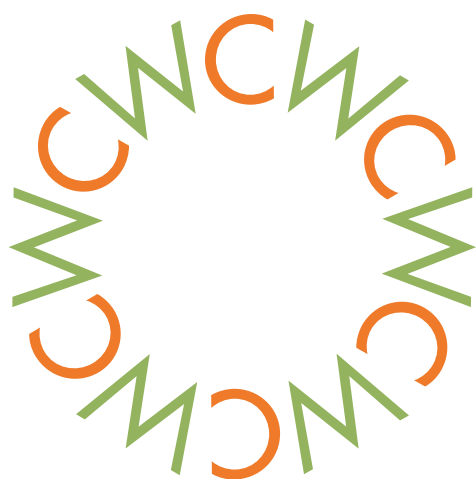
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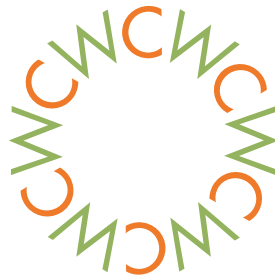
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